

voice, there are a variety of opportunities, the chance is probably far greater that that child will be able to go on and develop some sort of career in the musical field; or perhaps music will be a hobby, an add-on to their career.

Some of the most successful people in the world, such as software engineers and mathematicians, other folks like that, have music as a hobby, so it is a vitally important part of our curriculum. I think it is also an emotional need that so many of us have.

If anyone has seen the great movie, Mr. Holland's Opus, it helps show how young people, sometimes unlikely young people, can benefit from a musical education.

So I appreciate my friends across the aisle and my friend Mr. BISHOP from Long Island championing this measure to make sure that music is a part of our curriculum in all of our schools for all of our students.

Mrs. JONES of Ohio. Mr. Speaker, I rise today in strong support of H. Con. Res. 355, recognizing the importance of school based music education. In today's climate of high stakes testing, it's important to recognize that skills learned through studying music translate to skills that help students succeed in life.

Empirical data suggest that music students perform higher than their counterparts on the Scholastic Aptitude Test, and also demonstrate higher math skills. Studies also show that students who participate in a band or orchestra show the lowest lifetime use of alcohol, tobacco and illicit drugs. Students that participate in music classes are less likely to be disruptive students in class. Among minority students, more identify their music teachers as role models than any other subject area. These students demonstrate higher self-esteem and thinking skills than their counterparts.

As a parent, I know that students who learn to think critically, perform analysis, and express themselves through written and verbal communication have a greater chance at success in life. Within a larger context, music is an essential cultural thread. How many people, whether listening to the O'Jay's, Bon Jovi, or Jill Scott, know that the term "Rock and Roll" is African American slang dating back to the early 20th Century? But music, whether rock and roll, classical, or jazz has come to mean much more. Within my district, the Rock and Roll Hall of Fame and Museum and the Cleveland Institute of Music provide music history and distance learning programs for many schools that haven't been able to afford their own music education teachers. The usefulness of these music programs underscores the importance of filling student needs at a time when our society needs better teaching methods and a greater understanding of diversity, not less.

Educators with whom I meet, often express frustration that compressed school schedules and the focus on high stakes testing are failing to help our children develop the critical thinking skills needed to compete in an increasingly complex world. Music education aids critical thinking and more. I believe it imperative that we recognize its importance in the lives of our children, and strive to make school based music education available to all of America's youth.

Mr. HOYER. Mr. Speaker, I am pleased to support this resolution, H. Con. Res. 355, recognizing the benefits and importance of school-based music education programs.

I have long been a strong advocate for music education programs, both in my home State of Maryland and nationally. I believe that music education should be available to students of all ages and a part of every student's academic experience.

Music education programs enrich the whole student, and are a critical component of a well-rounded academic curriculum. In my home State of Maryland, educators and administrators have worked to integrate music and arts programs into academic curriculums in order to provide students with these important benefits. At a time when education programs are struggling for adequate funding and State and local governments across the country face tremendous budget pressures, it is more important than ever to highlight and emphasize the importance of music education programs.

I frequently meet with artists, songwriters, musicians and other creators who are actively engaged in ensuring that schools and communities continue to work music and arts into the school curriculum. These artists know that music education can enhance intellectual development and skills integral to improved learning. Skills learned through the study of music help children become better students. Skills learned through music transfer to improve study skills, communication skills, and cognitive skills. Also, studies have shown that students involved in music classes are less likely to be disruptive, have better attendance, and are more likely to receive academic honors and awards.

Studies have also shown that participation in school-based music education can increase student success. For example, in 2001 the College-Bound Seniors National Report showed that students with coursework in music performance and music appreciation scored notably higher on the SATs than students with no arts participation. Studies have shown that participation in music class correlates with increased proficiency in mathematics and success in science.

We must place a high value on music education. I am pleased to be a cosponsor of this resolution supporting the importance of music education programs and urging that the benefits of music education should be available to every student.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today in strong support of H. Con. Res. 355, recognizing the benefits and importance of school-based music education.

Providing students with the opportunity to learn music is an essential component of a well-rounded education. Often times music programs are considered to be extracurricular activities, whose value and funding are disputed. The benefits and opportunities that music programs provide for students greatly outweigh the financial costs. Music classes enhance students' self esteem and social skills. In addition, several studies have shown that learning music increases students' abilities at reading and math. Learning music requires discipline and responsibility. This training persists throughout music students' academic careers.

I am fortunate enough to have one of the Nation's eminent arts schools in my district,

the Booker T. Washington High School for the Performing and Visual Arts. More than 700 diverse students attend Booker T. Washington, where talent and drive are the most important components for admission. Booker T. Washington has an outstanding success rate, graduating 99 percent of its students to higher education. The program has graduated 17 Grammy winners, including Nora Jones, Erykah Badu, and Roy Hargrove.

Booker T. Washington is so successful due to the presence of outstanding teachers and rigorous curriculum that provides students with a well rounded education. In addition, Booker T. Washington has brought technology to the forefront of music education and development. These students use computers for everything from ear training to recording and sound production. Dedication, enthusiasm, and proper resources has made Booker T. Washington one of the most successful arts schools in the country.

Mr. KELLER. Mr. Speaker, I continue to reserve the balance of my time.

Mr. BISHOP of New York. Mr. Speaker, I yield back the balance of my time.

Mr. KELLER. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Florida (Mr. KELLER) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 355, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the concurrent resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess until approximately 6:30 p.m. today.

Accordingly (at 3 o'clock and 27 minutes p.m.), the House stood in recess until approximately 6:30 p.m.

□ 1830

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. PRICE of Georgia) at 6 o'clock and 30 minutes p.m.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, proceedings will resume on motions to suspend the rules previously postponed.

Votes will be taken in the following order:

H.J. Res. 81, by the yeas and nays;

H. Res. 703, by the yeas and nays;

H. Res. 744, by the yeas and nays.

Proceedings on H. Res. 692 will be postponed until tomorrow.

The first and third electronic votes will be conducted as 15-minute votes.